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ABSTRACT

The job of a teacher is first and foremost to instruct, not to manage. Both management and instruction, however, are necessary components of an optimal learning environment. This handbook pieces together the different pieces of classroom management--the classroom environment, instruction, self-management, intervention, and schoolwide efforts--into one comprehensive picture. Following the introduction, chapter 2 discusses basic principles of innovative practices that promote student self-management and positive approaches to discipline. Chapters 3 through 5 describe instructional strategies that promote an optimal learning environment, self-management procedures, and tactics for managing misbehavior. The sixth chapter examines issues critical to strategy implementation, including parent involvement, the fit of the management strategy to the teacher's teaching style, and the assessment of strategy effectiveness. Chapter 7 offers a schoolwide approach to management and discipline, identifying schoolwide factors that influence the productivity of the learning environment. Concluding remarks are offered in the final chapter. In order to manage classrooms well, educators must be knowledgeable about and skillful in setting up the classroom and school environment; teaching in a way that will maximize student learning; helping students learn how to gain control over their own behavior; responding to misbehavior; and fostering schoolwide management efforts. Finally, strategies must be grounded in some broad educational goals. (Contains 107 references.) (LMI)

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